



**Unit Title:** Ancient Greece

**Year Group:** 5

**Academic Year:** 2024-2025

**KS2 History Intent:**

**Ancient Greece** – a study of Greek life and achievements and their influence on the western world

<b>Prior Historical Learning/Linked Topics:</b> <ul style="list-style-type: none"><li>• The children will have learned the ancient civilization of the Romans in Year 4, Ancient Egyptians and Stone agers in Year 3.</li></ul>	<b>Literacy Links</b> (including texts/media used): <ul style="list-style-type: none"><li>• Percy Jackson and the lightning thief</li></ul>	<b>PE Links:</b> Mini Olympic games
		<b>DT Links:</b> Greek salad
<b>Historical Knowledge</b>		
<b>Historical Skills</b>		
<b>Historical Interpretation:</b> <ul style="list-style-type: none"><li>• Explore the idea that there are different accounts of history.</li></ul>	<b>Knowledge and understanding of events, people and changes in the past</b> <ul style="list-style-type: none"><li>• Recognise different sources of information and choose reliable sources of information to find out about the past.</li><li>• Use evidence to describe the culture and leisure activities from the past.</li><li>• Describe similarities and differences between some people, events and artefacts studied.</li><li>• Describe how historical events studied affect/influence life today.</li><li>• Make links between some of the features of past societies. (e.g. religion, houses, society, technology.).</li></ul>	



<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"><li>• Understand and use the words past and present when telling others about an event.</li><li>• Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li><li>• Use a timeline to place important events.</li></ul>	<p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"><li>• Use information to describe the past.</li><li>• Describe the differences between then and now.</li><li>• Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li></ul>	
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"><li>• Use a range of resources to collect evidence about the past.</li><li>• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li><li>• Ask questions and find answers about the past.</li></ul>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"><li>• How do we find out about history?</li><li>• What do you know about Ancient Greece?</li><li>• Can you put the Ancient Greeks civilisation on a timeline?</li><li>• What was the effect of Alexander the Great’s empire?</li><li>• What was daily life like in Ancient Greece?</li><li>• What is similar/different to the life today?</li><li>• When were the Olympic Games created and how have they changed?</li></ul> <p>What is democracy? When and why was it invented?</p>	
<p><b><u>SS - WALT: Find evidence about Ancient Greece from primary sources.</u></b></p> <p>Before we begin, children to fill out their KWL. Next we will go through Knowledge Organisers and title page.</p> <p>In this lesson, children to explore and analyse artefacts and discuss them. What do you think it is? What do you think it’s used for? When do you think it was made? Discuss primary and secondary sources of information.</p> <p><b>All:</b> To be able to state what they think the artefact was and what it was used for.</p> <p><b>Most:</b> To describe the artefact using at least one primary and secondary sources of information.</p> <p><b>Some:</b> To describe and explain the artefact using multiple source of information to justify their choices.</p>		<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"><li>• Artefacts</li><li>• Primary sources</li><li>• Secondary sources</li><li>• evidence</li></ul>



<p><b><u>WALT: Order significant events from Ancient Greek times.</u></b></p> <p>Children to discuss and look at ancient civilisations they have previously learnt about. They will complete a timeline and place significant events in chronological order.</p> <p><b>All:</b> To be able to name and organize key events on a timeline</p> <p><b>Most:</b> To describe and organise key events on a timeline</p> <p><b>Some:</b> To describe, organise and explain key events on a timeline</p>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Chronological order</li> <li>• Civilisation</li> <li>• Artefacts</li> </ul>
<p><b><u>WALT: Identity some of the impacts of Alexander the Great's empire. (Athens and Sparta).</u></b></p> <p>Children will read information about Alexander the Great and create a fact file about his life and achievements.</p> <p><b>All:</b> To be able to name and describe 5 key facts about Alexander the Great.</p> <p><b>Most:</b> To be able to describe at least 8 key facts about Alexander the Great.</p> <p><b>Some:</b> To be able to describe and explain at least 10 key facts about Alexander the Great.</p>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Alexander the Great</li> <li>• Empire</li> <li>• Conquering</li> <li>• Indus river</li> <li>• Military commander</li> </ul>
<p><b><u>WALT: Describe what daily life was like in Ancient Greece.</u></b></p> <p>Children will describe similarities and differences about key features of the everyday lives of people living in Ancient Greece.</p> <p><b>All:</b> To be able to name key details of the daily life an Ancient Greek person</p> <p><b>Most:</b> To describe similarities and differences about key features of the everyday lives of people living in Ancient Greece.</p> <p><b>Some:</b> To describe and explain with evidence similarities and differences about key features of the everyday lives of people living in Ancient Greece.</p>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Athenian</li> <li>• Spartan</li> <li>• Tunic</li> <li>• Chiton</li> <li>• Public baths</li> <li>• Wooden shutters</li> </ul>



<p><b><u>MM - WALT: Compare the Olympics of Ancient Greece and today.</u></b></p> <p>Children will take part in some Olympic events.</p> <p><b>All:</b> To be able name and take part in the key sports played during the Ancient Olympic games  <b>Most:</b> To describe and take part in the key sports played during the Ancient Olympic games  <b>Some:</b> To compare the similarities and differences between the Ancient Olympics and Modern day Olympics</p>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Olympia</li> <li>• Zeus</li> <li>• Wreath of leaves</li> <li>• Arena</li> <li>• Chariot racing</li> <li>• Evidence</li> </ul>
<p><b><u>WALT: Know what democracy is and what affect it has had on us today.</u></b></p> <p>Children will discuss democracy and learn what it is. They will find out how it started and what impact that has had on us today</p> <p><b>All:</b> To be able to state what they think the democracy was and how it was organised  <b>Most:</b> To describe what democracy was and how it was organised  <b>Some:</b> To describe the impact of ancient Greek democracy on our lives today</p>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Parthenon</li> <li>• Cleisthenes</li> <li>• Citizens</li> <li>• The Ekklesia</li> <li>• The Boule</li> <li>• The Dikasteria</li> </ul>
<p><b>Stunning Start/Marvellous Middle/Fabulous Finish:</b></p> <p><b>Start:</b> Children to explore artefacts and discuss and analyse where they think they came from  <b>Middle:</b> Children to try out Ancient Greece Olympic events  <b>Finish:</b> Greek Day and showcase to parents (pottery, Greek salad to link with DT unit)</p>	<p><b>OAA/Trips/Visits/Visitors:</b>  <b>Sources/images/items in classroom for referencing.</b>  Potentially Chertsey Museum – loan box</p>